

Story-based Instruction Demonstration Checklist

	CRITERIA	POSITIVE COMMENTS & SUGGESTIONS FOR IMPROVEMENT
CONTENT & COMPREHENSIBILITY <ul style="list-style-type: none"> <input type="checkbox"/> Developmentally Appropriate <input type="checkbox"/> Culturally Authentic <input type="checkbox"/> Communicative & Meaningful <input type="checkbox"/> Modeling, Supporting Comprehension, Checking for Understanding <input type="checkbox"/> Prior Knowledge, Pre-reading Multiple Examples, Helpful Support Materials <input type="checkbox"/> Multiple Passes Through Text <input type="checkbox"/> Story A Tool for Focus on Form <input type="checkbox"/> Grouping <input type="checkbox"/> Target Language Use <input type="checkbox"/> Student-centered <input type="checkbox"/> Extension Activities <input type="checkbox"/> Accountability & Feedback 	<p>Well-adapted for 2nd year Spanish learners</p> <p>Activity is based on a high quality, culturally authentic text and draws on culturally authentic materials</p> <p>Task provides students with significant opportunities to exchange information in the target language about meaningful topics, in meaningful ways, with authentic audiences, for authentic purposes</p> <p>Teacher clearly models all segments of the activity for students, relies on many strategies to support their comprehension, and checks to be sure that students understand what to do (doesn't just ask)</p> <p>Students are prepared to actively engage with the text through significant connections to their prior knowledge, pre-reading, multiple examples, and/or helpful support materials</p> <p>Students pass through the text multiple times, in a variety of ways, and for different purposes</p> <p>Story is used as a tool to engage and support students in noticing and co-constructing explanations of grammatical patterns</p> <p>Teacher groups students efficiently and effectively with strategies that reinforce language learning</p> <p>The target language is used exclusively and the teacher uses many strategies to support 2nd year Spanish learners</p> <p>Students do most of the thinking, talking, & working</p> <p>Extension activities give students opportunities to use grammatical structures to communicate for meaningful purposes</p> <p>Debriefing assesses growth of understanding, quality of performance, and provides useful feedback</p>	
DELIVERY <ul style="list-style-type: none"> <input type="checkbox"/> <i>Time requirements met</i> <input type="checkbox"/> <i>Rehearsal & Familiarity with Plan</i> <input type="checkbox"/> <i>Clarity of Speech</i> <input type="checkbox"/> <i>Pacing of Speech</i> <input type="checkbox"/> <i>Voice & Body Language</i> <input type="checkbox"/> <i>Teacher Presence</i> <input type="checkbox"/> <i>Monitoring, Adjusting, Feedback, & Management</i> 	<p>7-10 minutes long</p> <p>Polished; Teacher's familiarity with the plan allows him or her to easily stray from it, add to it, and/or use props to support students' comprehension</p> <p>Speech is consistently clear, audible, and authoritative</p> <p>Teacher consistently speaks at a pace that significantly improves comprehension</p> <p>Teacher consistently uses voice and body language to engage students and support comprehension</p> <p>Teacher appears competent, confident, comfortable, and professional in front of the class, reducing disruptions</p> <p>Teacher consistently monitors students thoroughly, helpfully, & unobtrusively, making it easy to adjust, and to handle disruptions immediately</p>	
ORGANIZATION, STRUCTURE, SEQUENCING, SCAFFOLDING, & EFFECTIVE USE OF SUPPORT MATERIALS <ul style="list-style-type: none"> <input type="checkbox"/> <i>Organization, Structuring, Sequencing, Pacing, Scaffolding, and Attention</i> <input type="checkbox"/> <i>Use of Support Materials</i> <input type="checkbox"/> <i>Adaptations & Adjustments</i> 	<p>Well-organized plan could be executed by a knowledgeable sub</p> <p>Carefully structured, sequenced, and paced plan</p> <p>Scaffolds learners' understanding and promotes continuous attention</p> <p>Support materials are authentic, professional, easily seen from the back of the room, helpful, and make the presentation more comprehensible</p> <p>Adaptations and adjustments are made based on the interests, learning styles, personalities, and special needs of students in the class</p>	
ACCURACY <ul style="list-style-type: none"> <input type="checkbox"/> <i>Accurate Model</i> 	<p>Few if any errors (especially in print materials)—very accurate model for students</p>	

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